DOCUMENT RESUME

ED 110 766 CE 004 574

TITLE	Student-Based Career Awareness Curriculum Project in Career Education: Final Report.
INSTITUTION	Springfield Public Schools, Oreg.
SPONS AGENCY	Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
PUB DATE	30 Jun 73
NOTE	33p.
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	*Career Awareness; *Career Education; *Educational Programs; Elementary Education; Guidance; Individualized Programs; Inservice Programs; Inservice Teacher Education; *Program Evaluation; *School Community Relationship

ABSTRACT

The report describes a project whose major thrust was to personalize students' learning experiences, through the community's occupational environment, in developing a strong guidance-based career education program for elementary grades. A series of staff workshops and small study groups focused on the development of career awareness programs and particular units for each grade level. Major outcomes of the project were: integration of career awareness with social studies curriculum; development of guidance activities at each level; development of a field trip model; development of a student services program; refinement of student activities; and development of a program utilizing community volunteers from junior high, senior high, community college, and school patrons. An outside evaluation report of the project concluded that the amount of staff involvement was an asset to the project, but that the failure to strictly correlate curriculum changes with accepted career awareness objectives constituted a handicap. The final report includes a quarterly report of the project which presents both long- and short-range goals, objectives, and activities for the project. The report ends with conclusions, recommendations for areas of future development, and a brief summary. Demographic and statistical information and a summary of project costs are included. (Author/JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

211.04
J 54
cop. 7

ED110766

FINAL REPORT

of

STUDENT-BASED CAREER AWARENESS CURRICULUM PROJECT

in

Career Education

Project Duration: September 1, 1972 to June 30, 1973

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Conducted by

Moffitt Elementary School Staff
Springfield School District #19
1544 North Fifth Street
Springfield, Oregon 97477

Project Coordinator

Virginia M. Jeppesen

Retrieval - Dissemination Center
Oregon Board of Education
942 Lancaster Drive N.E.
Salem, Oregon 97310
Phone: 378-3566

A Project Funded by
Oregon Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

June 30, 1973

CE 004574

2

JUL 14 1975

FINAL REPORT

of

STUDENT-BASED CAREER AWARENESS CURRICULUM PROJECT

in

Career Education

Project Duration: September 1, 1972 to June 30, 1973

Retrieval - Dissemination Center
Oregon Board of Education
942 Lancaster Drive N.E.
Salem, Oregon 97310
Phone: 378-3566

Conducted by

Moffitt Elementary School Staff
Springfield School District #19
1544 North Fifth Street
Springfield, Oregon 97477

Project Coordinator

Virginia M. Jeppesen
Moffitt Elementary School
1544 North Fifth Street
Springfield, Oregon 97477

A Project Funded by
Oregon Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

June 30, 1973

Project # 20-019-018

ABSTRACT OF APPLIED RESEARCH OR EXEMPLARY PROJECT
FUNDED BY OREGON STATE DEPARTMENT OF EDUCATION

TITLE: STUDENT-BASED CAREER AWARENESS CURRICULUM PROJECT

INSTITUTION: Moffitt Elementary School, Springfield School District #19
Springfield, Oregon

PROJECT DIRECTOR: Virginia M. Jeppesen
Moffitt Elementary School

ADDRESS: 1544 North Fifth Street
Springfield, Oregon 97477

PHONE: 747 3331 ext. 315

PROJECT DURATION: 9/1/72 to 6/30/73

COSTS

Federal	Local	Other	Total
$7500	$1490	-	$9090

NUMBER OF STUDENTS AFFECTED: 460

NUMBER OF STAFF INVOLVED: 28

Educational Setting

School District #19 is a consolidated district of nearly 10,000 students in grades 1-12. Springfield has a population of 28,000 and the major industry of the city is lumbering. Moffitt Elementary School is located in a lower socio-economic area of the school district, with a high percentage of economically disadvantaged students.

Purpose

The major thrust of this project was to personalize learning experiences of students through the involvement of occupational means and enviornment of the community in the development of a strong guidance-based program. The program was developed after a carefully discerned student needs assessment based upon student observation and study was carried out. A major focus was the embedding or incorporation of career awareness concepts and activities, and guidance process concepts and activities into existing curricular areas of the school program. Career awareness was viewed as a means of bringing reality into the classroom through the natural application of daily curricular content and learnings.

Procedures and Outcomes

A staff workshop was held in the fall of 1972 to plan staff development activities, re-assess student needs data and implications drawn from the previous year, identify curricular areas for focus, and establish content and process areas. A total of seven additional work days were utilized during the school year and after the close of school. Major contributions have been: 1) integration of career awareness with social studies curriculum; 2) development of guidance activities (group process techniques) at each level; 3) development of a field trip model; 4) development of a Student Services program (work experience model within the school); 5) refinement of student activities (free choice activity time, student newspaper, student council, outdoor experiences at most year levels); and, 6) beginning a program utilizing community volunteers from junior high, senior high, community college and school patrons.

ANNUAL REPORT AVAILABLE FROM: Hartley Troftgruben, Career Education Coordinator, Springfield Schools

I. Background and Educational Setting

Moffitt Elementary School is one of fourteen elementary schools in Springfield School District #19, Springfield, Oregon. Springfield Schools additionally has four junior high schools and two senior high schools with the total school population, grades 1-12 at 10,00. Springfield, with a city population of 28,000, has lumbering and affiliated occupations as the major industry.

Career education has played its important role in the Springfield Schools in recent years with the emphasis in the secondary schools programs and during the last two school years in the elementary schools through an elementary career awareness project being piloted at two of the elementary schools, Brattain and Mt. Vernon.

Moffitt Elementary School staff had applied for an applied research grant from the Oregon State Department of Education in order to continue study and begin implementation of data gathered through an intensive student-staff-parent needs assessment carried out in the winter of 1972. This assessment was the result of involvement of the school staff in the National TEPS "Project '72" which was designed to gather teacher input in eventual recommendations toward reform in teacher education. The project had involved the staff in a needs assessment of students, staff and parents to gain an understanding of the school population group and atmosphere. During the staff meetings that were held to open communication and make assumptions from the data gathered, it was found there was general agreement about teacher understanding of needs, concerns, and direction for growth of staff in working toward more effective teaching and guided experiences for students.

Moffitt School staff consisted of eighteen classroom teachers, specialists including a librarian, music teacher, special reading teacher, counselor, principal, two teacher aides, nurse aide, secretary, custodians and four cafeteria staff. A speech therapist was assigned one quarter time to the building. Available upon request from the district offices are psychologists, district nurse, attendance worker, parent study group leader, social worker and consultation in various curricular areas. Moffitt School has approximately 460 students with a student turnover rate of about 35% each year. It is located in a mixed socio-economic area, however is one of the Springfield schools eligible for Title I participation because of the high percentage of economically and educationally disadvantaged students. Nearly 20% of the students are participating in the federal lunch program and many of these students do not have a current occupational model in their home.

Generally speaking, Moffitt School had been a highly traditional school in terms of organization several years previously. Students were assigned to self contained classes

and little cooperative teaching or mutual planning had taken place. Prior to application for this grant the staff had been described as cohesive and motivated, ready to make some dramatic curricular and methods changes.

II. Procedures

At the beginning of the project a staff workshop was held in the fall of 1972 to plan staff development activities, re-assess student needs data and the implications drawn from the previous year, identify curricular areas for focus, and to establish content and process areas for development. There was general agreement that:

1. We needed definite developmental patterns in science and social studies content areas in grades 1-6.
2. We needed to expant our curriculum to include crafts, shop activities, homemaking activities, special interests and career awareness activities for all students.
3. We needed more activity experiences throughout all content areas.
4. We needed to plan for out-of-doors experiences for the students as part of our school program.
5. We needed to set up different experiences (activities) in science so students could have choice experiences.
6. We needed to develop opportunities, activities and situations which would lead to development of responsible behavior in students.

To facilitate our commitment to working toward these agreements, a series of staff work sessions were held throughout the school year and upon the close of school in June 1973. Total staff work sessions were held to focus upon:

1. Development of content and process approach in social studies for each year level.
2. Sharing results of the fourth year teacher attendance at the Educational Consulting Associates, Inc. conference in Portland on Individualizing Social Studies.
3. Sharing results of a visitation of four of the teachers at the Beaverton and Tigard Schools.
4. Sharing of results of two fifth-sixth level teachers attendance at the Educational Consulting Associates, Inc. conference in Portland on Team Teaching.
5. Inservice meeting with total staff to work with a resource person, Clare Barefoot Seahorn, Beaverton Schools classroom teacher, on topic of individualization in language arts. Materials, ideas, and identification of needs of students were the foci.
6. Staff inservice sharing materials from various project schools working in career awareness. Identification of useful ideas and schools to visit.
7. Staff inservice meeting with 4-H clubs coordinator to introduce materials. The 4-H project and mini-projects would adapt to our needs for manipulative materials, activities and practical involvement of students with some transfer skills potential.

8. Staff inservice focused upon developing activities and events to help students to gain more self understanding and acceptance, relationships with peers and adults. Dr. Giamatteo acted as consultant at an evening workshop.

In addition, the staff worked in small groups at unit or year levels to focus upon development of career awareness programs for each level.

1. First year level career awareness program has nine concepts identified in the home, thirteen in the school, with general skills applicable to both areas. Activities were developed from the concept identification, resources located, and recommended documentation was listed.

2. Second year level developed a field trip based model for curricular infusion of career awareness concepts with focus upon the community (people, environment, work, relationships). Additionally, the teachers identified skills (coping, inquiring, communicating, organizing, choice making, sharing, observing, data gathering and mapping); understandings; and attitudes (responsible, self motivational, positive self images, choice making) which they felt essential to incorporate into the career awareness program at second year.

3. Third year level teachers identified content areas in social studies in comparing selected communities in the world (Japan, Mexico, Canada, Ghana, Greece) through the family, environment, contrasts, and means of living. They identified skills (researching, inquiring, communicating, organizing, categorizing, decision making and citizenship) and they identified career awareness goals for self, world of work and preparation and awareness. These goals included self awareness, occupational awareness, economic awareness, skill awareness, social skills, educational awareness and appreciation and attitude. It was considered that these goals were realistic in terms of the comparative study of communities which had been selected for social studies emphasis.

4. The fourth year level teachers planned community experiences for the students which utilized the field trip, community resources, speakers and the outdoor experience. Through selection of specific commercial sites they introduced the individual in a job, the interdependency of various jobs at a site, a large sampling of occupations, and a more intensive experience through the unit development. The particular focus of the study was upon the individual worker, his feelings about his job, tasks, preparation, compensations; the interdependency of the workers; and the focus of the total site purpose (i.e., bank site, construction site and super market site).

5. The fifth-sixth year unit teachers developed an elementary Student Services model which utilized actual work experience components through the use of an application, interview, specific job tasks, self and "employer" evaluations, time cards, identification cards and service buttons. The rationale identified career awareness concepts of self awareness, self evaluation, job experience, responsibility

feeling of accomplishment, recognition and discovering the interdependency of most work. The teachers developed the program, implemented it, and through program evaluation have made revisions for future use.

The unit leaders, counselor and principal served as an Instructional Improvement Committee for the staff by working on procedures and facilitating staff development through the year. As such, this committee werved as the project steering committee and worked through project procedures, planned in-service, worked on reports and budget, and assisted small groups of teachers as requested. This committee also served as the general catalyst in the staff to aid in sequential development of the career awareness program. The entire project was teacher begun, planned, implemented and directed. The unit leaders were instrumental in sustaining interest and participation. Unit leaders were instrumental in working on:

1. Development of an accounting system for various activities and for quick identification of students ready to work on projects or in activities through the unisort cards with a beginning index established.
2. Development of materials for each quarterly report, budget report, final report and materials for the staff.
3. Assessing staff needs and concerns while planning for staff inservice meetings on team teaching, individualizing social studies, individualizing language arts, 4-H projects and the social studies curriculum development.
4. Encouraged visitations to other schools and identified consultants for staff use.
5. Met with outside evaluators on their visit to the school.
6. Established school career awareness program goals through consensus at unit meetings. These goals were:
    a. Identify and develop a career vocabulary (make lists, cards, games, identify for appropriate levels to establish some order without repetition)
    b. Develop concepts that 1) people work, 2) work has value, c) everyone prepares for work.
    c. Establish a broad base of acquaintance with many kinds of jobs through activities.
    d. Develop relationship between school subjects (curriculum) and the world of work (subjects have relevance in regard to someday using skills and learnings to meet vocational goal and also the goals of leisure, family and citizenship).

The staff agreed that career awareness programs might very well have different emphasis throughout school districts and within districts due to cultural and developmental differences within school populations.

III. Results or Accomplishments of the Project

The long range goal stated in the proposal was: Through student study (identifying the questions, concerns, interests, points of view and behaviors of the students) at Moffitt School, we intend to develop and demonstrate a process by which the learning experiences in the school will meet the changing needs and interests of the students (See Figure 1.).

From the analysis of student, staff and parent data which had been collected from the student study project, the staff identified student-felt needs and interests and planned curriculum development or program which they thought reflected those needs and interests. Specific implications identified by the staff (reflected in the first quarterly report) were:

1. We need definite developmental patterns in science and social studies content areas in grades 1-6.
2. We must expand our curriculum to include crafts, shop and homemaking experiences, special interests, career awareness experiences for all students.
3. We need more activity experiences throughout all content areas.
4. We need to plan for out-of-door experiences.
5. We need to set up different experiences in science so students may choose.
6. We need to develop opportunities, activities, and situations which lead to responsible behavior in students.

Results of our efforts to develop content areas in social studies with career awareness concepts and activities embedded throughout each year level are contained in the quarterly reports. These programs were written in an effort to fit developmental patterns which were identified in the child study data. It was found that the first and second year students were asking the what, why, how questions in relation to the immediate world around them. The third and fourth year students were asking the questions that began contrasting and comparing, a more intense interest in science, awareness of events and places outside the immediate school and home community. The fifth and sixth year students had much more concern about social and interpersonal relationships and were asking about future, about relevance of school subjects.

The efforts to expand curriculum to include the activities and special interests varied throughout the school. In the fifth-sixth year, students were offered choices in science areas with six classroom teachers and three student teachers offering a variety of mini-classes in the fall of the year. The development of the Student Services program was an effort to infuse career awareness concepts and provide activities for the students in a realistic, worthwhile manner. Over half of the fifth-sixth year students were involved in the program (80/150) during most of the school year. The student council

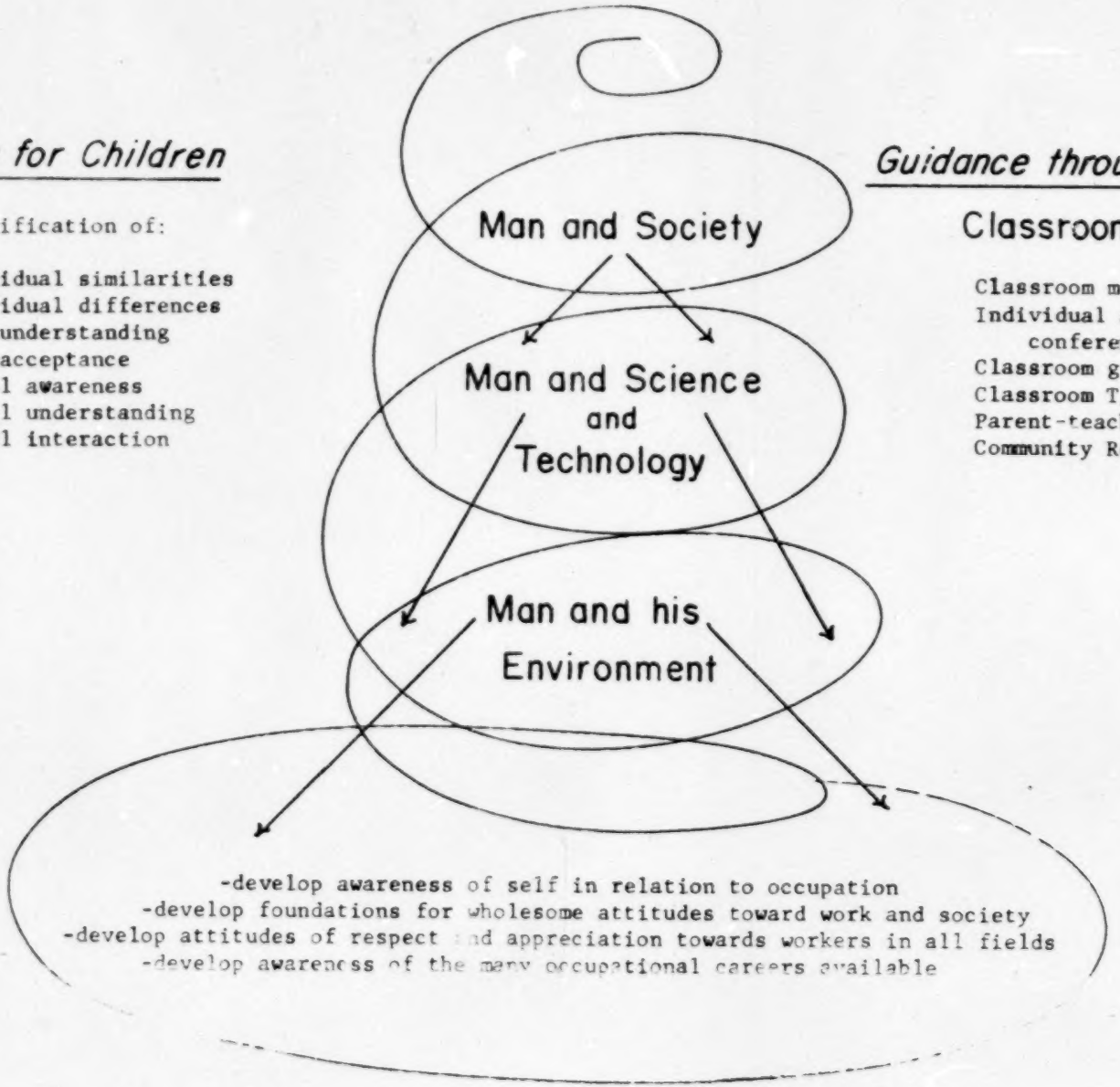
Figure 1

CAREER AWARENESS CURRICULUM

Aims for Children

Identification of:

Individual similarities
Individual differences
Self-understanding
Self-acceptance
Social awareness
Social understanding
Social interaction


Man and Society
Man and Science and Technology
Man and his Environment
-develop awareness of self in relation to occupation
-develop foundations for wholesome attitudes toward work and society
-develop attitudes of respect and appreciation towards workers in all fields
-develop awareness of the many occupational careers available

Guidance through Communication

Classroom Meetings

Classroom meetings
Individual and group conferences
Classroom group guidance
Classroom T/P evaluation
Parent-teacher conference
Community Resources

organization moved in the direction of total school activity and participation, implementing a schoolwide election of the student officers for the school. This involved all of the students in the nomination and election procedures, appropriately at the same time that national elections were occurring.

Class meetings were held in every class for discussion of activity planning, group decision making, problem solving, setting of group standards, and learning group process skills of arriving at consensus, role playing, listening skills, communication patterns and cohesiveness.

A school student newspaper, written and edited by students (through the Student Services program) was made a regular activity for the intermediate students. The students decided what articles, features, graphics and editorials would appear, a teacher aide typed the paper, production was through the district multilith service, and students distributed the papers throughout the school.

Outdoor experiences were carried out for all sixth year students at a resident camp for a week. Fifth year students had a full day outdoor experience. Fourth year students had two full day outdoor experiences. Second year students had one full day outdoor experience. These outdoor experiences involved staff planning, parental cooperation, student planning and transportation to the sites. Additional experiences at the school were planned for work in the adjacent outdoor educational park developed by the students and parents through the Moffitt School PTA. It is available for regular use of the students. Classes took part in an Arbor Day tree planting and each student received a seedling to take home and plant in the yard or neighborhood.

Expansion of activity experiences throughout the curriculum has taken place through development of new arts and crafts materials and ideas. A new kiln was installed this year at the school and all year levels had opportunities for more experience with ceramic clay than previously. In the activity times offered in the primary grades the variety of experiences for students increased each nine weeks, exampled by kite flying, clay, making musical instruments, cooking, baking, story telling, sports, book making, painting, stitchery, carpentry, science experiences, weaving, sewing and mapping. At the fourth year additional activity experiences were offered

OUTSIDE EVALUATION REPORT

MOFFITT ELEMENTARY SCHOOL
SPRINGFIELD, OREGON

STUDENT-BASED CAREER AWARENESS CURRICULUM PROJECT

Prepared by:

Jan Sjolander
Specialist, Career Awareness
District 4J, Eugene

Bev MacDonald
Counselor, Spring Creek Elementary School
District 4J, Eugene

May 25, 1973

PROCEDURE

We visited Moffitt Elementary School on May 2, 1973 at which time we talked with Virginia Jeppesen, Counselor, Vernon Balch, principal, and several staff members. At that time we also received completed evaluation data. Following our visit, we discussed the Project and wrote the ensuing report.

References are frequently made to the Project's goals and to conclusions from their Needs Assessment. The goals stated in Moffitt's Project Proposal and the conclusions from the needs assessment (stated in the Quarterly Report of October 20, 1972) are attached at the end of this report.

EVALUATION

The procedural goals as stated on pp. 8-10 of the Moffitt Proposal (see the attached goals) were all carried out as evidenced in materials, quarterly reports and evaluation data. The staff at Moffitt 1) identified student-felt needs; 2) wrote a guide for staff development and implementation; 3) participated in inservice and workshops; and 4) generated some new curriculum materials and activities based on identified needs. It appears that 1) staff members can define what career awareness means to each of them; 2) the building benefited positively from the process and the involvement generated in the planning and writing phases; 3) each grade level can identify a focus for that grade level in the social studies area; and 4) more experiential activities were added to the curriculum (e.g. student helpers) because of the Project emphasis. Indeed, the staff at Moffitt School has evidenced accomplishment of the procedures they set out to do.

The relationship between the procedural goals pp. 8-10 and the underlying goals stated on p. 5 of the Project Proposal is assumed and implied but not demonstrated. These philosophical goals are complexly stated and the evaluation instruments do not attempt their measurement . . . e.g. there is no evidence that a student's knowledge and understanding of his environment and his present and future life roles has broadened. Thus, we found it difficult to deal with the underlying goals from p. 5, yet felt that this was the heart of the Project Proposal. The evaluation instruments, data, and comments follow.

Three instruments were used to collect data for evaluation:

1. Rating-scale -- staff
2. Definition "What Career Awareness Means to Me" -- staff
3. Activity-list based on responses to what was interesting, exciting, learning the most from, and enjoying -- students

1. Rating-scale: 17 staff members responding

In reviewing the staff evaluation of the project it would appear that the following statements might be made:

1. A majority of the staff indicated that they had adjusted staffing patterns and curriculum to meet the needs of students.
2. Most of the staff was involved in conducting a needs assessment for students and staff.

3. To a moderate degree, most of the staff was involved in devising ystems for analyzing needs and implementing programs on the basis of the identified needs.

4. Some attempts were made toward evaluating growth and change in the curriculum and with students.

5. Staff evaluation appeared to have limited attention.

6. The staff indicated a rather high degree of accomplishment in identifying materials and resources.

April 1973

Moffitt Elementary

Career Awareness Project

Listed below are the major goals or objectives of our project. On the right hand side is a rating scale of 0-5. O would equal not attempted and 5 would indicate a high degree of accomplishment but not necessarily completed.

Please fill this form out individually as it relates to your involvement.

No names are needed but we do need 100% participation.

The project is intended to:

-Adjust staffing patterns and curriculum to fit needs of students	0	1	2	3	4	5
-Teach a staff how to carry out a needs assessment for staff and students	0	1	2	3	4	5
-Devise a system for analyzing needs and basing assumption from the identified needs. Example: Curriculum, staff utilization, community resources, school organization and use of materials.	0	1	2	3	4	5
-Develop an evaluation system that would show growth and change in the curriculum and students. Out of this would come a new needs assessment.	0	1	2	3	4	5
-Evaluate the process of staff evaluation	0	1	2	3	4	5
-Identify use of specific materials and resources	0	1	2	3	4	5

2. Open-ended definition "What Career Awareness Means to Me" -- 8 staff members responding.

In reviewing the responses to this instrument it is apparent that there is a wide range of individual interpretation of career awareness. The definitions ranged from career awareness meaning occupational information to career awareness meaning exploring life experiences and the development of the child in terms of self-concept, interpersonal relationships and responsibility. There was a common thread of occupational role awareness with an emphasis on people rather than product throughout. Each definition appeared to be well-thought out, developed and accepted by the respondent.

Moffitt School Teacher Assessment:

What Career Awareness Means To Me

Respondent A:

Being informed and giving instruction on as many kinds of careers and related jobs as possible - with particular emphasis on local (community) careers, future availability of various occupations, possibilities of yet un-developed job opportunities.

Developing awareness of the individuals involved in various jobs -- education required, special tools, personal feelings about their jobs, why people do what they do (money, pleasure, or ?), present demand for some jobs, the importance of each job.

Respondent B:

Career awareness in the elementary school setting means providing experiences that will allow children to become acquainted with certain aspects of the world of work. Those aspects include the broad concepts of:

1. Most people work.
2. Money earned by working buys basic necessities of life.
3. There are many kinds of jobs.
4. The work force is interdependent; hence, all jobs are important.
5. People sometimes change jobs.
6. It is important to work at a job you like.

It is not to be expected that the above concepts will be thoroughly explored. Rather, they will be discussed so as to provide a general background for later, more precise study.

Respondent B: (continued)

It is also to be expected that the people involved in occupations rather than the occupation itself will become the major focal point in developing career awareness.

Respondent C:

Students becoming aware of the work day life and world they will be entering someday. Everything from the various types of work to the responsibilities and competencies needed to function in a working society.

Respondent D:

At the elementary level, I believe that career awareness should deal with some aspects of the "real, adult, working world." For example, students should have jobs which they are held responsible for. Things such as acquaintance with banking, shopping, budgeting, etc.

These, in my opinion, are practical applications of career awareness at an intermediate level.

Respondent E:

Career Awareness to me means preparation for life.

The curricular emphasis should be a planned developmental program carefully integrated into the total elementary school curriculum.

The basis of this should be from a guidance point of view, i.e. self concept, interpersonal relationships, and responsibility.

Respondent F:

An awareness of the interrelationships and interdependence of individuals within their local community reaching out to national and world wide interrelationships.

Respondent F: (continued)

An awareness that we need to be prepared for various skills; physical skills to handle tools, social skills to interact with others, and educational skills to prepare us to accept change in occupation and/or economic standing.

Respondent G:

An opportunity to give children more experiences which are related to life.

Also, that the need to learn how to read, write, think problems through and do things becomes more important to them (the students) as they use these skills in new experiences.

Respondent H:

Career Awareness is helping kids understand that people have vocations and avocations and some of the reasons underlying their choices.

It is just exposing kids to the kinds of jobs there are in the community -- not having them explore their own career possibilities at this time.

3. Activity-list: a class from each grade-level responding

One of the procedural goals was to assess student needs and adjust the curriculum accordingly. In order to assess whether or not the Project had an impact on the curriculum or on students, the students were asked to identify activities which they found 1) exciting, 2) interesting, 3) what they are learning the most from, and 4) what they enjoy in school. The following list has been extracted by school personnel from a larger list indicating those activities which resulted from the Project emphasis.

Grade 1: sewing, interest group on parachutes, interest group on clay, making books, being messenger, people telling about jobs, activity period: carpentry, cooking, science, kite flying.

Grade 2: messenger job, communications, activity period: carpentry, sewing, field trips, room jobs.

Grade 3: Japan unit, student council, powder experiments, group process activities.

Grade 4: student council, bulletin boards.

Grades 5,6: interest time, science mini-courses, field trips, pen pals, group process activities, listening exercises, student government, student services.

It was apparent that the students had engaged in a number of activities which emerged from the staff goal to expand the curriculum based on results of the needs assessment (Oct. 20 Quarterly Report). Many of the activities listed (including student council and student services) reflect the staff's need to provide opportunities which would lead to responsible behavior in students.

Take ten minutes (approximately) with class listing what the students find exciting, what they are learning the most from, what is interesting, what they enjoy... in school.

SUMMARY

The strengths of the Project lie in the tremendous amount of activity and involvement of the staff, and the observable addition of many activities for students -- firmly based on data collected in the needs assessment.

The weaknesses of the Project lie in two areas. One weakness noted was the lack of observable integration of the changes and additions in curriculum to the philosophical base of the proponents and objectives of career awareness -- e.g. the developmental sequence in the social studies area planned as a result of the needs assessment has not been explicitly tied into career awareness components and that relationship established; or, that social studies sequence with the satellite activities has not been re-defined as career awareness or vice-versa. A second weakness of the Project showed up in the evaluation process. The evaluation instruments are detached from the measurement of the goals stated on p. 5.

We feel, however, that the weaknesses as we see them can be converted into further action on the part of the Moffitt staff, should they desire. We also feel that the needs assessment and evidence of the modifications made as a result of the assessment are exciting contributions to the structure and curriculum of the elementary school.

APPLIED RESEARCH AND EXEMPLARY PROGRAMS QUARTERLY REPORT
CAREER AWARENESS PROJECTS

MOFFITT ELEMENTARY SCHOOL
SPRINGFIELD, OREGON

Project No. 20-019-018

From Virginia Jeppesen

Project Director
Title

Date October 20, 1972

STAFF MAJOR ACTIVITIES

In the School Year 1971-2, Moffitt Elementary School Staff was invited to participate in a National TEPS "Project '72" which was designed to gather teacher input in eventual recommendations toward reform in teacher education. The project involved the staff in a needs assessment of students, parents and staff to gain an understanding of the school population group and atmosphere. Techniques used in gathering data included some surveys and questionnaires for parents and staff, incomplete sentence technique for students, free response of interests, questions, ideas by students into tape recorders placed in the classrooms, and discussion sessions with the students. In a two-week period, an incredible amount of data was gathered. Representatives of the staff attended the OASCD Research Institute in the spring to work out a manner of categorizing the data for staff reaction. In May of 1972, the staff held a series of meetings designed to open communication and to make assumptions from the data. There was general agreement of our agreements about student needs and specifically the staff drew these implications:
1. We needed definite developmental patterns in science and social studies content areas in grades one through six.
2. We must expand our curriculum to include crafts, shop, homemaking, special interests, and career awareness for all students.
3. We needed to make more efficient use of the present staff and work toward expansion of the staff. (More teacher aides)
4. We needed to develop a job description for all the staff.
5. We needed more activity experiences throughout content areas.
6. We needed to plan for out-of-door experiences.
7. We needed to set up difference experiences in science so students could choose.
8. We needed to develop opportunities, activities, situations which would lead to responsible behavior in students.
9. We felt that analyzing our needs and thinking should have definite implications for teacher education (pre-service and in-service).

During the spring of 1972, the staff expressed interest in applying for a grant through the Oregon Board of Education under the Applied Research and Exemplary Programs area. The staff was organized into three units with several members from each unit working on a writing committee in designing a proposal for submission to the Oregon Board. Throughout the entire year, all activities and decisions had been made through teachers in their units and through various committee work groups.

LONG RANGE GOAL:

Through student study (identifying the questions, concerns, interests, points of view, and behaviors of the students) at Moffitt School, we intend to develop and demonstrate a process by which the learning experiences in the school will meet the changing needs and interests of the students.

SHORT RANGE GOALS:

Summer of 1972

Analyze data collected from the student study project to identify student-felt needs and interests.

Conduct a selected staff workshop to develop a curriculum reflecting these needs and interests in order to:

1. utilize the students' thinking as content for the teaching processes and the teaching of basic skills,
2. broaden the students' knowledge and understanding of his environment and of his present and future life roles,
3. expand career awareness through the interrelationship of occupations and students' interests.

Plan a staff in-service that will orient the total school staff to the new curriculum activities and materials.

School Year 1972-3

Conduct staff in-service to orient total staff with the new curriculum activities and materials.

Implement the new curriculum activities and materials during the school year.

Spring 1973

Evaluate the project, product, and procedures.

PROCEDURES

Goals Summer (1972)	Objectives	Activities
Analyze data collected from student study project.	Evaluate techniques for studying students.	Compare types of data collected from each of the techniques.
	Identify student-felt needs and interests.	Catagorize student data into cognitive, attitudinal, communication, and decision-making areas.
		Determine possible developmental patterns contrasting with previous review of literature.
		Determine possible patterns for age groups.
		Identify possible interest patterning.
		Compare discovered patterns with existing curriculum content.
Conduct a selected staff workshop to develop a curriculum reflecting these needs and interests.	Formulate and write a guide, based upon data gathered from student study, to be used in staff development and implementation of the program during the next school year.	Compare data gathered from students with existing curriculum data.
		Develop the curriculum using results of data gathering and analyzing procedures.
		Locate and use pertinent community resources.

Goals	Objectives	Activities
		Determine and list materials necessary for use in the program.
		Coordinate with existing programs within School District.
Plan a staff in-service that will familiarize the total school staff with the new curriculum activities and materials.	Identify staff or personnel needs and tasks.	Define staff duties and responsibilities.
School Year 1972-3		
Conduct staff in-service in August to orient total staff with the new curriculum activities and materials.	Prepare for implementation of the new curriculum.	Assemble materials, arrange for use of existing facilities, develop organizational patterns, and designate staff roles.
Implement the new curriculum materials and activities during the school year.	Teachers will select and use materials and activities appropriate for their students.	Within each unit, teachers will share materials and equipment.
		Teachers will determine grouping patterns to utilize the curriculum.
		Annotate activities in the guide.

Goals Spring 1973	Objectives	Activities
Evaluate the total project, procedures, and product.	Collect data regarding students' interests, concerns, and points of view.	Develop schedule for use of cassette recorders to allow daily use by students in every classroom recording their questions, interests, and concerns.
	Analyze data.	Compare results from the 1971-2 student study with traditional curriculum. Compare results from the 1972-3 study with areas in Career Awareness Program developed in summer 1972.
	Determine the guide's effectiveness.	Gather guide annotations. Identify the most useful portions of materials and activities.
	Identify most useful procedures that relate to staff development.	Staff members select procedures through check list; open ended questionnaire; discussion.
	Identify most useful procedures that relate to curriculum development.	

IV. Conclusions and Recommendations

Evaluation of staff development was not a precise evaluation of the applied research project. The focus of the project was twofold. Through utilization of staff understanding of the student-staff-parent data assessments, the process of developing program to meet those felt needs was the initial focus. The second focus was the embedding or incorporation of career awareness concepts and activities and the guidance process concepts and activities into existing curricular areas of the school program. The staff viewed career awareness as a means of bringing reality into the classroom through the natural application of daily curricular content and learnings. An essential career awareness concept of positive attitudes toward work suggested that interests and aptitudes be explored as they are developed. This involved learning of the worker, his work, place of work, tasks and importantly, his feelings about the work. Develop implied self understanding and learning skills of decision making or choice making in the primary years. As the staff worked through this process of embedding or incorporating the concepts within the curriculum they explored different methods and began to utilize new materials in working with students. A true evaluation of the project will take place in the next school year as the process and materials are implemented. Likely another means of evaluation would be reflected in the continued changes and growth that should occur.

The staff response to an individual survey at the close of school has identified areas of further development:

1. Provision must be made for more planning time.
2. Outdoor experiences must be expanded and offered early in the school year.
3. More provision must be made for planning science activities and experiences (an expressed student need).
4. There must be increased parental participation in the school programming and activities (more utilization of parent surveys and follow up).
5. There should be expansion of the junior high, senior high, community college, community volunteer program with provision for orientation and training. The staff recognizes the need for a well planned and coordinated volunteer program to bring about further individualization of instruction and activity experiences.

All teachers expressed a desire to spend time in small groups during the summer for program planning. Each year level intends to continue their program (career awareness and group process activities) this next year.

In staff reaction to the Student Services program it was fully supported by the primary and intermediate teachers. The recommendations included:

1. Limit the present program to fifth-sixth year students, however build in more tutoring and aide experiences for younger students through individual class experiences and arrangements.
2. Provide more structure for the program.
3. Hold more organizational meetings with students and the activity sponsor.
4. Devise a replacement or improve the utilization of the time card.

Two of the primary teachers suggested that there could be more teacher cooperation (communication) in planning and follow up of the student aides working with primary classroom students. All teachers indicated that the notion of providing more opportunity for student responsibility was essential and they viewed the Student Services program as a means to that end.

V. Summary

The major purpose of this project was to personalize learning experiences of students through the involvement of occupational means and environment of the community in the development of a strong guidance-based program. The program was developed after a carefully discerned student-staff-parent needs assessment was carried out. The staff drew conclusions based upon the data and stated program objectives for development through the year.

Through staff inservice and small work sessions, definite career awareness and group process concepts and activities were selected for incorporation within the social studies curriculum area. Further program changes were reflected in the development of activities times, a field trip model, a Student Services program (work experience model within the school), refinement of the student newspaper, student council, outdoor experiences at most year levels, and working through a community volunteer program utilizing junior high, senior high, community college students and school patrons.

Though the staff has chosen not to re-apply for grant money, the commitment has been made to continue with the project through the implementation stage in the next school year.

VI. Demographic and Statistical Information

(In this section list all information available to you as called for on the following chart):

a. Number of schools involved in project — 1

b. Total number of students enrolled in project schools — 460

c. Total number of students directly served by the project — 460

d. Number of staff directly involved in or served by the project:

Professional/certificated — 23

Classified — 5

f. Estimated number of parents involved — 40

g. Estimated number of other community persons and resource people involved — 20

h. Estimated number of visitors to the project — 15

i. Number of presentations on the project presented:

In-district — 3

Out-of-district — 2

j. Total number of guides, handbooks, materials developed **Only quarterly reports which contain program development** — 90 each quarter

Breakdown of number of copies produced and distributed

Item	Number produced	Distribution

VII. Summary of Costs (unofficial)

A. Source of Funds:

State/Federal	$7500
Local	$1490
Other	-
Total	$9090

B. Breakdown of Costs

	State/Federal	Local	Total
1) Project Administration	30.00	100.00	130.00
2) Staff Development			
-workshops	4850.00	1290.00	6140.00
-released time			
-other (specify)			
Total			
3) Supplies & Materials	1850.00	200.00	2050.00
-If guides or handbooks produced, identify cost to reproduce: cost per guide: _____ total _____			
-your estimate of per-guide or handbook cost, including development costs (such as staff development time, etc.) per unit cost _____			
4) Travel, per-diem	-	-	-
5) Consultants (see evaluation)	-	-	-
6) Evaluation	770.69	-	770.69
7) Other costs (specify)	-	-	-